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BOOK REVIEWS

*Bennett's Cicero.*¹

PROFESSOR BENNETT of Cornell University, has completed his work for the *Students' Series of Latin Classics* by the publication of an edition of the *Laelius de Amicitia*. That it is intended to bind ultimately with his *Cato Maior de Senectute*, previously published, the repetition of the preface and much of the introduction to the latter volume sufficiently indicates. This piece of work is worthy of notice in the SCHOOL REVIEW, inasmuch as it is likely to appeal peculiarly to school men. Cicero's essays on Age and on Friendship are read either in the first year of the college course, or in the secondary school, and any edition should meet primarily the needs of the second stage of Latin study, the stage of the attempt to read the language understandingly and, above all, rapidly. It little matters whether the book be used in the school or in the college, for the schoolboy is not transmuted by the fire of the entrance examination into a scholar. The text-books to which he is introduced at this time are often unintelligible to him; we could instance an edition of the Latin author read first in the freshmen year, which contains in its commentary the essence of German philological study of the peculiarities of that author's style and diction. Professor Bennett, however, sees clearly what our schools need, and with unique singleness of purpose sets himself to supply that need. It is indeed a noteworthy fact that the Latin books which have been most serviceable to American schools, have come, in great measure, from teachers in the universities. This is doubtless due in part to the poor equipment of the past, and perhaps of the present generation of teachers in the secondary schools, but more especially to their unfortunate lack of leisure for scholarly work, and to something wanting to their position as educational leaders.

Professor Bennett's introductions consist each of five short sections :

¹ *M. Tulli Ciceronis Cato Maior de Senectute*, with notes by Charles E. Bennett. Leach, Shewell, and Sanborn. *M. Tulli Ciceronis Laelius de Amicitia*, by same editor and publishers.

1. Time of Composition; 2. Atticus; 3. Occasion of the Dialogue; its Dramatic Date; 4. The Interlocutors; 5. Ennius (*de Sen.*) and Scipio (*de Am.*). In the notes the student is given only such assistance as he is likely to need to understand the text, that is to say, the meaning of the Latin itself and the pertinency of the allusions. There is no labored show of erudition, no enthusiastic digression of scholarship. The commentary on each chapter is headed by an analysis of the contents of the chapter, and translations are frequent. The renderings are for the most part both happy and helpful. They evidently aim to improve by example the students' translation English. We say "evidently," but we are not certain that the student himself will in many cases see more than the availability of a good translation, for although the attempt to produce the effect of the Latin order and the like will be obvious to the well-trained teacher, the average student will see only the phenomenon, and not the law. In some few places the pedagogical purpose of the rendering is not clear to ourselves; e. g., *senes illos*, "those famous old men," seems only to emphasize a most elementary matter.

One feature of the commentary will certainly commend itself to a large number of teachers, among whom Mr. Collar might be singled out as likely to be especially pleased. The references to the grammar are few—and it should be mentioned that Allen and Greenough's, and Harkness' grammars are cited as well as the editor's. The syntax is not, however, altogether slighted, for the construction is often named and sometimes described. With the multiplication of grammars this method will probably prove the more economical of space; as it certainly is the more economical of the editor's time. For ourselves, we cannot see why it should not be all-sufficient when the grammatical point involved needs explanation preliminary to the recitation. The name, when not enough of itself, will direct to the index of the particular manual in the hands of the student. There is in the commentary still another departure from tradition, the omission of all illustrative citations from the literature, except that in the *de Am.* there are frequent citations of the *de Sen.* It must be granted that the student seldom makes use of such citations, particularly of Latin, that is new to him, and the teacher will not need them, or will have another edition, such as Reid's, in the case of these essays, in which he will find them given. We ourselves, however, must confess to a feeling that an occasional citation, however valueless otherwise in a work of this sort, is an

ornament not without grace, and perhaps sometimes conducive to the awakening of a pupil, or even of a teacher, to the possibilities in his continued study of the language.

The text of this edition is that of C. F. W. Müller, and each volume has a critical appendix, given up mainly to a discussion of the deviations from Müller's text, some ninety in number. In this place the interpretation of a few difficult passages is also considered. This portion of the book is for the teacher and the scholar, or perhaps we should say for the scholarly teacher, and does not stint references to Latin writers and modern scholars. The discussions are often helpful and always suggestive. MSS. of the *de Am.* are very much in evidence just now. The recently issued *Trans. and Proc. of the Am. Phil. Assoc. for 1897* contains a list of the more important variant readings of a MS. now in the possession of Dr. Bates of the University of Pennsylvania, and considered by him to belong to the early part of the fifteenth century. On top of this, Professor Bennett announces the discovery of two MSS. in the library of Cornell University, and promises an early account of them.

Typographically these books are all one could wish them to be, except for two matters of details. The omission of the name of Cicero from the cover is, although harmless, a mistake in judgment; more harmful and more unfortunate in every way is the omission of the year of publication from the title page.

J. C. KIRTLAND, JR.

PHILLIP ACADEMY,
Exeter, N. H.

Todd's New Astronomy.

THE American Book Company has just issued a new work on elementary astronomy, by Professor David P. Todd, of Amherst College. It differs from other books of the same kind most decidedly in that it makes very prominent the laboratory method in the study of celestial phenomena.

Professor Todd has succeeded in showing how a very large number of experiments and observations can be made with simple apparatus, which can be constructed by the students; and the method of procedure has been made exceptionally plain by most excellent illustrations. This feature will be welcome to progressive teachers, who have often been conscious of having to ask their pupils to accept too much upon